

Integrated Educational Management: Meaning, Objectives, Scope, Functions, and New Directions for Educational Organizations.

Assist.Prof.Dr.Phongsak Phakamach

Educational Administration and Strategies Department,
Rattanakosin International College of Creative Entrepreneurship,
Rajamangala University of Technology Rattanakosin, Thailand
Email: phongsak.pha@rmutr.ac.th

Dr.Darunee Panjarattanakorn

Educational Studies Department,
Rattanakosin International College of Creative Entrepreneurship,
Rajamangala University of Technology Rattanakosin, Thailand
Email: darunee.pan@rmutr.ac.th

Abstract

Successful operation of an educational institution requires a competent management and administration system. Educational management provides instructional leadership and manages the day-to-day activities in schools, preschools, daycare centers, academy, colleges, and universities. It also directs the educational programs of businesses, correctional institutions, museums, and job training and community service organizations. Education administrators set educational standards and goals and establish the policies and procedures required to achieve them. They supervise providers, support staff, teachers, counsellors, librarians, coaches, and other employees. They develop academic programs, monitor students' educational progress, train and motivate teachers and other staff, manage career counselling and other student services, administer recordkeeping, prepare budgets, and perform many other duties. They also handle relations with parents, prospective and current students, employers, and the community. This paper focuses on the meaning and the nature of integrated educational management. It also addresses the objectives and scope of integrated educational management. The basic and top 8 functions of integrated educational management are treated. Finally, it demonstrates that using integrated educational management techniques will help educational management succeed and achieve its goals and that learners can achieve quality within the specified educational scope.

Keywords: Integrated Educational Management, New Directions, Educational Organizations

Introduction

The current trend facing the world is the so-called “New Normal” economic transition to the “Next Normal”, which is an acceptance of economic conditions that were originally considered unusual, both with slower economic growth coupled with the challenges of technology in the digital age and living in an ageing society (Moraes, Spers, Mendes, and Silva, 2023: 405-406). As a result, both public and private sector organizations face new and challenging things all the time. Key economic developments include the changing context of the digital economy trade and service liberalization. The transition to Industry 4.0 includes the trend towards 5.0 educational disruption, particularly cross-cultural education caused by educational liberalization (Tian and Huber, 2020: 130). In addition, the advancement of science, emerging

and digital education technologies. We are stepping into a knowledge-based society that enables the integration of connected networks worldwide. (Phakamach, Senarith, and Wachirawongpaisarn, 2022: 76). By using knowledge as a factor in the transition to a new society and economy through knowledge management and knowledge sharing, the learning management process has to be adjusted both nationally and globally, affecting education management at all levels. Therefore, knowledge of management studies and strategies is essential to applications to make education management effective and effective under the constraints and dynamics of the digital economy. Internationally, we also need professional educators who can drive each country's education policies to develop quality education systems and processes to keep pace with the changing dynamics and contexts of the world (Woulfin and Spitzer, 2023: 257).

However, current and future education leaders should be highly effective in thinking, knowledge, skills, communication, culture, and attitudes necessary for educational organizations, education workers and learners (Phakamach, Panjarattanakorn, and Onsampant, 2023: 28). Ability to innovate in management studies. Development of a new educational management strategy. Learn and understand the process of researching and developing modern educational innovations (Phakamach, 2023: 162). Therefore, the new type of education management is characterized by the integration of various sciences. Be ready to become a leader in digital education management and be able to develop competencies into highly effective professional education providers.

Meaning of Educational Management

Hoy and Miskel (2012) describe educational administration or educational management is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of the programme of an educational institution. Educational management encompasses a variety of jobs, including principals, vice principals, superintendents, department heads, program administrators and the jobs of other institutions and district staff members in leadership positions (Gordon, Oliver, and Solis, 2016: 52). The one thing all of these jobs have in common is that they are management positions. Without their behind-the-scenes work on education's business and organizational side, institutions and educational districts could not function.

Sinlarat (2020) argue that educational management is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators, in particular, their activities. The field ideally distinguishes itself from administration and management through its adherence to guiding principles of educational philosophy.

Management in businesses and organizations is the function that coordinates people's efforts to accomplish goals and objectives by using available resources efficiently and effectively. Management includes planning, organizing, staffing, leading or directing, and controlling an organization to accomplish the goal or target. Resourcing encompasses deploying and manipulating human, financial, technological, and natural resources. Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations (Tian and Huber, 2020: 147). The term "Management" does not refer to any single process or act. It is like a broad umbrella encompassing several processes, such as planning, organizing, directing, coordinating, supervising, controlling and evaluating the performance. The same situation occurs in the field of educational management. The concept of educational management is applicable in an educational organization with specific purposes or goals to fulfil (Aniskina and Terekhova, 2019: 219; Sridevi, 2021: 398).

In order to achieve these purposes or goals, the head of the educational organization carefully plans various programmes and activities. The educational organization may be a preschool,

school, college, community college or university. The head of the school/college/university organizes these programmes and activities with cooperation from other teachers, parents and students. He/She motivates them, coordinates teachers' efforts, and directs and exercises control over them. He/She evaluates their performance and progress in achieving the purposes of the programme (Reigeluth, Aslan, Chen, and Dutta, 2015: 494). The administrator or executive provides feedback to them and recommends modifications, if required, in the plans and programmes of the school, college, community college or university. The totality of these processes, which are directed towards realizing or achieving the purposes or goals of the school/college/university, is called educational management (Banno and Sirirom, 2018: 3).

Educational management fundamental refers to the administration of an education system consisting of human and material resources for governance, planning, strategizing, controlling, and defining structures to implement the education system. Education is the preparation of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. The education system is, therefore, an ecosystem of experts in educational institutions, such as government ministries, unions, statutory committees, agencies/area office, and schools/colleges/universities. The education system consists of principals, instructors, non-instructor staff, education professionals and other educational professionals working together to enrich and enhance. At all levels of the educational ecosystem, management is required; management involves the planning, organizing, implementation, review, evaluation, and integration within the institution (Bouranta, Psomas, and Antony, 2021: 767).

Educational management, therefore, performs a three-fold task to ensure efficient working (Luneto, Mala, Muh, and Supiah, 2022: 104-105), namely:

- 1) Stating education's specific purpose and mission in general and institutions in particular.
- 2) Ensuring that work is productive by nurturing human resources to be productive.
- 3) Designing and maintaining an environment where individuals work together sufficiently to accomplish set goals.

Thus, educational management deals with the optimal functioning of the institution by developing the human personality in a balanced manner. Educational management is concerned with the efficiency and commitment that staffing involves in pursuing goals. It reiterates practical measures adopted to ensure that the work system assists the educational process and helps realize the set goals and objectives for the benefit of all stakeholders (Cheng and So, 2020: 1065).

Chakma (2022) describes integrated education that facilitates learning for disabled children by providing specialized services in public schools. When we consider special education for gifted and other exceptional children, we note that special programs are arranged for them. However, for children who remain isolated from typical classroom learners, the isolation is psychologically, socially, economically and educationally unhealthy. Segregating disabled children from their peers has thus been a controversial issue in the community. As a result, psychologists and educators have attempted to design integrated education for their unique needs.

The institution of the 21st Century or digital transformation in education requires the institution principal to take additional steps to manage the institution's democratic pathways. This is accomplished through planning and setting goals or identifying the appropriate procedures for implementation and follow-up through participation, discussion and various meetings within and outside the institution. Responsibility for the educational institution is vested in the principal, who serves as chair and who delegates authority to his staff to carry out the institution's responsibilities, as well as the responsibility of supervising the implementation of these goals (Nuaman Nasri Abdel Muhsin Otoum, 2018: 83; Palumbo and Manna, 2019: 748; Brunetti et al., 2020: 699). Educational institutions must be able to provide graduates with desirable learning competencies that are in line with the country's human resource development policies. However, Thailand and the world are facing the coronavirus (COVID-

19) pandemic that has affected the educational development of people at all levels and levels. Education managers must formulate policies and plan effective educational strategies for improving the teaching and learning competencies for both regular and online learners to be of high quality and achieve learning outcomes based on true learning benchmarks (Karani, Mall, Deshpande, and Jayswal, 2023: 127).

Nature of Integrated Educational Management

Alazmi and Alazmi (2020: 673-674) and Chakma (2022: 2) describe educational management as having the following nature:

1. Educational management does not refer to any single process but to different processes or aspects that constitute management. These are planning, organizing, directing/supervising, coordinating and evaluating.
2. Educational management is a non-profit making task.
3. Educational management is primarily a social enterprise as it is more concerned with humans than material resources.
4. Educational management is more an art than a science. The reason is that any formulae cannot maintain a human relationship that prevails here.
5. Educational management is similar to general management in many ways but also dissimilar to general management in many more ways.
6. Educational management is a complex affair.

The main functions of integrated educational management, as shown in Fig. 1, are Execution (plans), Direction (line of action), Supervision (of work done in the field), Exploration (new vistas), Advice (methods of work) and Stimulation (work efficiency), Leading (learners' programmes) and Assistance (adopting feedback, diagnosing weaknesses).

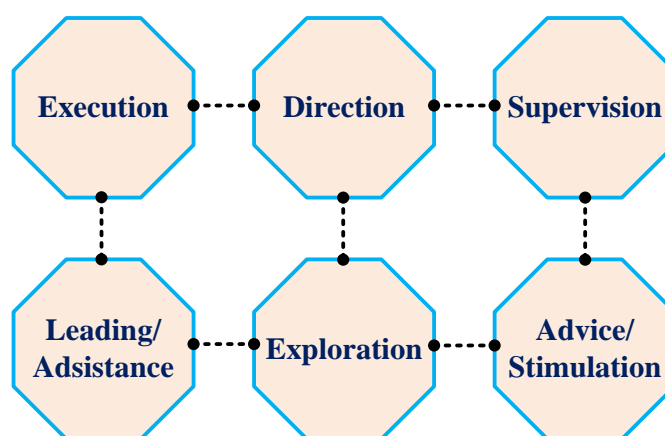


Fig. 1. Main functions of integrated educational management.

Execution: The foundation of an institution list in Execution. Execution points out what resources are needed and the procurement sources. These resources may include material resources, like the building, furniture, library, and laboratories; non-material resources, like personnel; other stakeholders, like students and parents; and abstract resources, such as vision, mission statement, ideology and values. The executive administrative body systematically plans, arranges, and uses these resources to achieve its goals.

Direction: The vision and mission statement of the institution serves to direct the institution in its quest to achieve its goals. Integrated educational management ensures that the directives are upheld during curriculum construction and academic planning.

Supervision: Supervision ensures that the plans are being executed according to the directives. Supervision thus enhances the quality of work done and the ensuing accomplishments.

Advice/Stimulation: Integrated educational management analyses the work and manner in which work is done. It weighs the pros and cons and then plans to help remove the weaknesses and accomplish the set goals.

Exploration: Integrated educational management initiates research and adopts and adapts to new methods and techniques to enhance learning opportunities.

Leading/Assistance: Integrated educational management not only lays down the directives but also provides the requisite support system to enable the efficient and effective fruition of the set objectives or goals.

Donmoyer (2020: 352) stated that educational researchers had devoted considerable effort to defining and analyzing what makes an effective administrator. Effectiveness is measured using research tools such as school climate surveys and institutional health assessments. Educational leadership focuses on different types of administrative styles. The authoritarian leader is unemotional and runs a tight ship using coercive tactics. Participative leaders emphasize collegiality and collaboration. Transactional leaders strive for a happy middle ground between the two, and transformational leaders focus on servant leadership and empowerment. No definitive evidence exists proving that one of these styles works better than all others; what matters is a good fit between the administrator and the institution's key stakeholders.

Education administrators or executives aim to smooth the educational institute's overall process and make decisions that facilitate successful student learning. The administrator identifies and articulates an educational institute's mission and goals and makes them happen by implementing programmes, delegating tasks and allocating resources. The effective leader is visionary, missionary, and is collaborative, and passionate about the field of integrated educational management.

Objectives of Integrated Educational Management

Educational management needs integration and coordination of all the physical and human resources and educational elements. The physical resources mainly contribute to the building's equipment and instructional materials. Besides this, it requires excellent efficiency based on human sympathy, understanding, knowledge, skill, and performance (Reigeluth, Aslan, Chen, and Dutta, 2015: 361).

The human resources include pupils, teachers, supervisors, administrators and parents. The additional elements comprise the various aspects of educational theory and practice, including the philosophy of education, objectives of education, curriculum, method of teaching, discipline, the role of the teacher, and rules and regulations (Tarei and Kumar, 2022: 2233).

These elements are "parts, made into whole" and are components brought into a harmonious relationship. So, the purpose of doing such a vital task is to fulfil different purposes known as the objectives of integrated educational management (Poungkaew and Puthaprasert, 2020: 10). These are:

1. To provide proper education to students:

This objective seeks to mention that good education does not mean education at a very high cost, as is practised in modern public schools. Instead, it means the correct type of education from the right teachers at a reasonable cost. This objective also implies quantitative expansion and qualitative improvement of education (Benoliel and Berkovich, 2021: 671).

2. To ensure adequate utilization of all resources:

To realize the various purposes of the educational programme. There is the need to ensure adequate utilization of all available resources, material and financial.

3. To ensure professional ethics and professional development among teachers:

As teachers are the senior and mature human elements required to accelerate the programme in time, their role is highly felt in this regard. They are to be encouraged and given the facility to devise and try out innovative instruction ideas and participate in service education programmes. In this context, it can be visualized that educational management should aim at

developing among teachers a desire for hard work, dedication and commitment to their job (Phakamach et al., 2021: 3525).

4. To organize educational programmes to acquaint students with the art of democratic living and give them excellent training in democratic citizenship.

5. To mobilize the community:

As is the case for general management, integrated educational management seeks to maintain and improve relations with the community. For this, it should seek community support and cooperation for quantitative expansion, qualitative improvements, and a smooth and fair examination of the educational system (Diseth, Danielsen, and Samdal, 2012: 350; Iivari, 2020: 282).

6. To organize co-curricular activities effectively to develop student's talents and work efficiency of educational teachers.

7. To get the work done:

The most crucial objective of management is to get the work done effectively, efficiently and with satisfaction to the individuals and for the benefit of society (Gupta, Vrat, and Ojha, 2016: 507).

8. To prepare students for taking their places in various vocations and avenues of life.

9. To train the students in developing scientific attitudes and an objective outlook towards all aspects and activities of life.

10. To ensure qualitative improvement of education:

A good education can be provided to students by bringing qualitative improvement in instruction. Regular Supervision of teaching and teacher guidance help ensure quality teaching in schools, colleges or universities (Brinia, Poullou, and Panagiotopoulou, 2020: 75).

Chakma (2022) stated the objectives of integrated education:

1. To prompt children for early Stimulation.

2. To promote the educational provisions to meet social and cultural needs.

3. To alert children to be independent in their daily skills and abilities.

4. To facilitate community education for a healthy attitude.

5. To pave the way for the availability of habitation and rehabilitation services.

6. To prevent childhood disabilities.

7. To diagnose the disabilities of the children easily and as early as possible.

8. To prepare children for economic independence.

9. To develop democratic values in children.

10. To develop self-confidence and courage to meet the challenges of life.

11. To make education more meaningful and valuable for all.

12. To determine the welfare of the individuals and the nation.

13. To provide equal but not identical opportunities for each to develop to the limit of his/her capacities.

14. To enable the skills and potentialities of disabled children in different fields.

15. To make disabled children psychologically, socially, economically, and educationally sound.

Hoy and Miskel (2012) argue that a successful educational institution involves much more than teaching. While good teaching and learning are crucial, the management that underpins them is key to providing a well-rounded education that encompasses the whole child. Effective management and operations support an education that goes well beyond imparting knowledge. Integrated educational management operations teams ensure that learners' daily needs are met; they receive healthy and nutritious meals and adequate sleep, learn in a safe environment and receive appropriate medical care and mental health support. Beyond the day-to-day issues, the administrative team members are often responsible for recording, checking and analyzing learner data to enable those responsible for learning and well-being to tailor their approach to the learner's needs. Here are three reasons why effective educational institution management

is essential for learner education: 1) it allows teachers to focus on teaching and learning, 2) good management promotes accountability, and 3) management informs decisions. Furthermore, a practical integrated management team must be supported by powerful software that facilitates understanding how connecting institutions function. It is, therefore, essential to revolutionizing institution management with digital educational platforms and smart applications (Dobrosotskiy, Semenova, Kazarinova, and Falina, 2020: 215).

Scope of Integrated Educational Management

In general, the scope of integrated educational management involves classification by level of education and management strategy, which will consist of the following key points (Palumbo and Manna, 2019: 748-749).

1. Integrated educational management encompasses all the levels of education in its jurisdiction.

These are:

a. Pre-primary or preschool Education.

Pre-primary institutions are often small enough that a single supervisor or director and few faculty members can manage them. The school's management falls solely on the director to ensure that the curriculum, finances and projects are correctly supported. The director also participates in personally choosing teachers and staff, as well as ensuring that the school follows educational standards.

b. Elementary or Primary Education.

c. Secondary Education.

d. Higher Secondary or Postsecondary Education.

The principal also plays a significant part in overseeing projects and other development to serve the student body better. Through the Parent-Teacher Association, pre-primary, elementary school, secondary and higher secondary management also meet with parents to ensure their children get the best education and services the school can offer (Stukalina, 2016: 1085).

e. Vocational Education.

Vocational education is sometimes referred to as career education or technical education. Vocational education prepares students for work in a specific trade, a craft, for example, as a technician, or in professional vocations such as engineering, accounting, nursing, medicine, architecture, or the law. Craft vocations – such as jewellery making or metalwork, such as those training to become silversmiths – are usually based on manual or practical activities and are traditionally non-academic but related to a specific trade or occupation.

f. Higher or tertiary Education (College and University).

Higher or tertiary management is mainly different from elementary and secondary school management; they are larger and have more specific functions since they manage an extensive school community. The first significant difference is that college and university management instances are headed by a president and a governing body that handles all aspects of school management, like finances and projects.

Integrated educational management determines the nature and system of management for all the above levels of education.

2. Management covers all forms of education, as shown in Fig. 2, such as:

a. Formal Education

b. Non-formal Education and Adult Education

c. General Education

d. Vocational Education

e. Special Education

f. Teacher Education

g. Integrated Education

h. Alternative education, and

i. Technical and Professional Education, including Engineering, Medical Training and Computer Education.

Here, integrated educational management sets the management systems according to the objectives and nature of all levels of education.

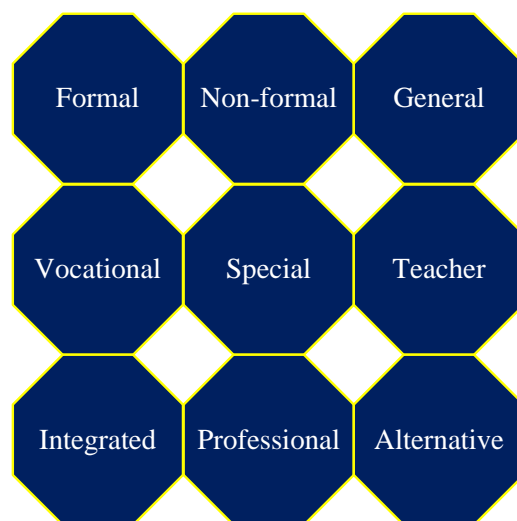


Fig. 2. All forms of education.

3. It includes all types and strategies of management and encompasses the following:

- a. Democratic Management
- b. Autocratic Management
- c. Nominal Management
- d. Real Management

4. Integrated educational management covers the following aspects relating to management in its jurisdiction:

- a. Planning: Deciding what needs to happen and generating action plans.
- b. Organizing: Making sure the human and nonhuman resources are implemented.
- c. Leading: Ability to conduct or lead all staff.
- d. Coordinating: Creating a structure to accomplish an organization's goals.
- e. Supervising: Guide a specific group.
- f. Controlling: Checking progress against plans, and
- g. Evaluating: Inspecting the quality of education.

5. Integrated educational management takes place at various levels, such as:

- a. Central level
- b. State level
- c. District level
- d. Block level and
- e. Institutional level

Of these above levels, educational management has its fundamental reality and importance at the institutional level. This is because it is the practical ground to test the significance of educational management in practice (Scheerens, 2013: 28; Phakamach, 2023: 164).

For this, the following activities and programmes come under the scope of integrated educational management at the institutional level:

- a. Deciding the purposes of the institution or school.
- b. Planning for academic or curricular and co-curricular activities.
- c. Preparing the timetable and the time schedules for various activities.
- d. Assigning duties and responsibilities to the staff members.
- e. Organizing curricular and co-curricular programmes.

- f. Directing and motivating the staff of the institution.
- g. Coordinating by efforts of people to achieve the purpose.
- h. Exercising control over the staff.
- i. Conducting periodical reviews about the institution's progress, achievements and failures.
- j. Taking measures for staff development.
- k. Maintaining order and discipline.
- l. Management of materials.
- m. Management of finance.
- n. Maintaining records and registers up to date.
- o. Maintaining human relationships.
- p. Supervision the work of teachers and other employees.
- q. Giving feedback to the teachers performing well and taking remedial measures for teachers not performing well.

Lakomski, Eacott, and Evers (2019: 297) stated that educational institution leaders cannot remain static but must adapt and change their vision and processes as the world of education embraces new challenges and fresh technologies. Effective data analysis shows the leadership team where the institution's strengths and weaknesses currently lie, thus enabling them to understand the knowledge and skills they need to focus on embedding and at what stage of a learner's education.

Therefore, educational leaders play an extremely important role in successfully managing education. It is a management principle that leaders must view an organization as a living organism or as an organization of lifelong learning. This requires an integrated management system that is efficient and effective. There are strategies for managing the study of characteristics. There is a continuous improvement in the quality of education. Ability to systematically manage conflicts and risks. Access to and application of educational media and innovations to create a new era of learning (Phakamach, Panjarattanakorn, and Onsampant, 2023: 32-33).

The three topics mentioned clearly show that learning about integrated educational management must begin with an understanding of nature, the goals and scope of the relevant issues first. The integrated educational management model is a characteristic model that depends primarily on the level of education. In order for integrated education management to be successful by achieving its objectives and providing learners with the required learning competencies, they should also study the basic functions of integrated education management, which will be shown in the next section.

Basic Functions of Integrated Educational Management

The prime concern of any programme management is the true accomplishment of the pre-fixed purposes and goals. This becomes possible through adequate utilization of both human and material resources to improve the programme qualitatively (Benoliel, 2021: 685). For this, there is the necessity of different aspects of management, which are accepted as the functions of management. In order to simplify it, we can list that proper management of a programme needs various aspects that are regarded as the functions of integrated educational management, as shown in Fig. 3. These are:

- a. Planning
- b. Organizing or Staffing
- c. Directing or Leading
- d. Coordinating
- e. Supervising
- f. Controlling or Monitoring and
- g. Evaluating or Inspecting.



Fig. 3. Functions of integrated educational management.

In integrated educational management, the educational authority, like the administrative authority, exercises its functions in the abovementioned aspects. However, it is essential to mention that the functions of educational management can be studied from two significant perspectives. One is from a general perspective, and the other is from a contextual perspective. Discuss these functions individually (Ali and Abdalla, 2017: 327).

Chakma (2020) and Phakamach (2023) summarized the characteristics of integrated educational management:

1. Integrated education provides mainstream facilities for all disabled children.
2. It is a viable approach for providing equal educational opportunities to disabled children.
3. It provides a broader scope for disabled people to live in a social world.
4. It helps to develop individual experience.
5. It emphasizes the unique needs of disabled children.
6. It provides education to the blind, deaf, epileptic, speech, handicapped, mentally, handicapped and physically handicapped, with special provisions.
7. integrated education involves disabled and non-handicapped children in its system.
8. It provides special education to disabled children in a regular school for whom it is essential.
9. Integrated education improves the school atmosphere.
10. It provides a natural environment for interaction with non-disabled peers, learning to cope with the environment and to be accepted by their peers.

Mentioned in this section are the basic functions of integrated educational management. Management and educational personnel have the primary mission of managing education effectively. Various functions can be applied for the benefit of systematic study management. Improving learners' learning competencies is a priority. The development of innovation and modern educational technology. Implementing effective management strategies for education management at all levels, and upgrading teachers and educational personnel to quality, as well as creating an organization of educational innovation (Phakamach, 2023: 178). Having strategies for solving educational problems and organizing the education system towards excellence. Using the ability to build a network of education that meets national and international standards, as well as having leadership that recognizes transformative change.

Top 8 Functions of Integrated Educational Management

Alexander and Manolchev (2020: 1151) and Gupta, Vrat, and Ojha, 2022: 507) briefly outline eight functions of integrated educational management from a general perspective; Figure 4 visualizes their framework. The eight are:

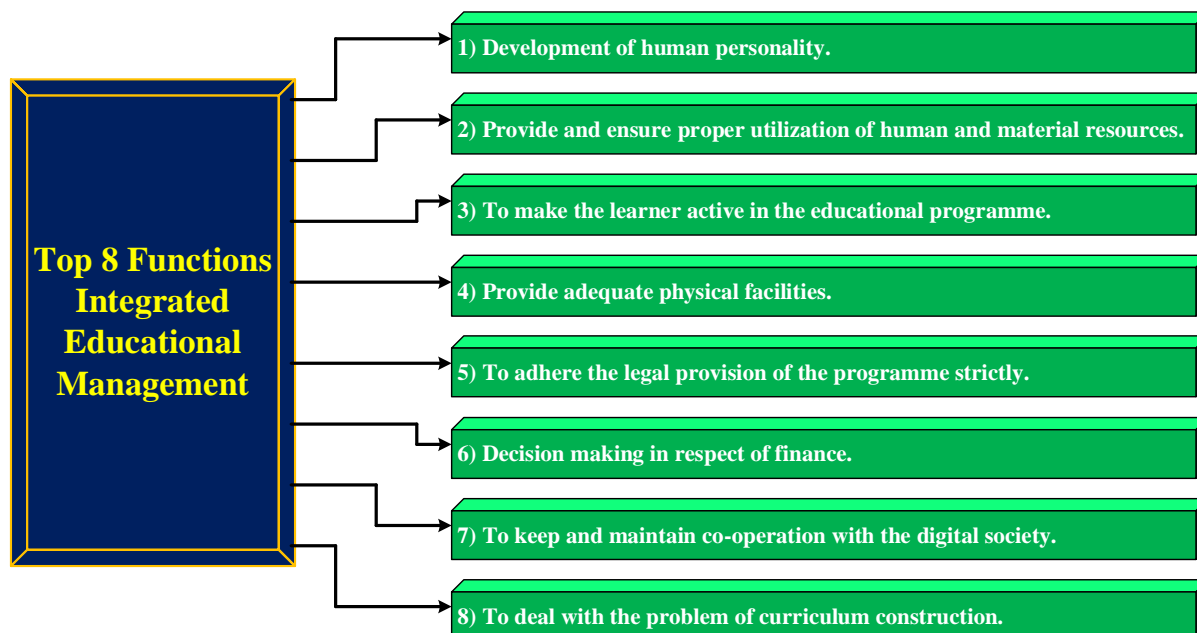


Fig. 4. Top 8 functions of integrated educational management.

1. Development of human personality:

As educational management is a process of human relationships, it is much more influenced and controlled by the various factors essential for the smooth management of an educational programme. These are philosophical, psychological, sociological, historical and political.

So it is necessary to highlight here that integrated educational management is different from other types of management as it considers every human resource as an asset and possessing valuable potential through which the development of their personality and the programme will be ensured. So, the development of human personality should be integrated into educational management's first and foremost function (Gao, Sui Pheng, and Tay, 2020: 556).

2. Provide and ensure proper utilization of human and material resources:

Before organizing any educational programme, it should be the first task and responsibility of the educational authority to involve and activate all the human resources directly or indirectly linked and involved in this process. Because of their activity and readiness, they could utilize the material resources properly. For this purpose, integrated educational management's responsibility is to see that all the parts are coordinated into a whole (Chabra, Singh, and Tiwari, 2016).

3. Make the learner active in the educational programme:

In modern educational theory and practices, the child is the central figure of every educational programme. To actualize this, integrated educational management should be responsible for framing rules for the admission and promotion of students. Besides this, there must be a description for the children or students by the variety of needs, requirements, capacities and demands, and the means to implement them accordingly in a socially desirable and acceptable manner (Babacan and Babacan, 2015: 180).

4. Provide adequate physical facilities:

Integrated educational management has to pay deep insight into the problems of provision and maintenance of the school plant, equipment, play materials, library, hostel building and other

co-curricular activities. Because without this facility, the management of any educational programme will never be successful.

5. Strictly adhere to the legal provision of the programme:

The usual practice is that rules and regulations have been strictly framed for every programme in the joint venture of the competent authorities and the legal advisors in the field. The same situation occurs in the field of integrated educational management.

In this field, the types and standards of educational institutions, powers and functions of the controlling authorities, and their responsibilities and obligations have been set accordingly. Here, integrated educational management's task is to see whether these works are being done according to rules and regulations.

6. Decision-making in respect of finance:

Research findings of a noted economist reveal that the educational system must contribute to the national economy by improving human and material resources in the long run. In this regard, integrated education management is a responsibility to take into account the following points:

- (a) Address the problem of income and expenditure, as well as accounting and auditing.
- (b) Take decisions about sharing the cost of education among the center and the states.
- (c) Frame rules for budgeting, spending and controlling funds and resources.
- (d) See that education is being made within the financial and human resources available in the country.
- (e) See that education is duly financed to provide equality of opportunity in the field of education.
- (f) Make attempts to provide special groups with facilities for physical activities, libraries and reading rooms.

7. Keep and maintain cooperation with the digital society:

As education is imparted in a social institution to the elements of a society, it should keep a relationship with the society. It is the function of integrated educational management to cooperate with the members of the society in their programme and to elicit their cooperation while organizing an educational programme (Srivastava, Mani, Yadav, and Joshi, 2020: 920). Education is essentially a social affair, and the educational institution, whether a school or a college, is charged by society with the responsibility of training and bringing up the youth. Education is not an isolated activity. It is related to life and society and makes society livable; integrated educational management should cooperate with digital society (Rikkerink, Verbeeten, Simons, and Ritzen, 2016: 246). If that cooperation is maintained, then integrated educational management of any programme will be meaningful.

8. Deal with the problem of curriculum construction:

Curriculum is the means through which the goals of an educational programme can be realized on the one hand and the other.

The students become able to achieve their goals and aspirations in life. As a result, the curriculum of any educational or academic programme should be perfect and appropriate, and this creates a problem in the educational process. This can be solved by proper and effective integrated educational management (Perera and Hewege, 2016: 145; Fayiz Odah Murran Al Serhan, 2019: 34).

It is an essential function and responsibility of integrated educational management to prepare a broad, balanced, dynamic, flexible, utilitarian curriculum for each education stage to equip the individual with the change as time and situation demand.

The topic presented in this article discusses what functions will be for integrated education providers, which is considered the core mission of integrated education management. There are issues related to the development of human personality, providing and ensuring proper utilization of human and material resources, making the learner active in the educational programme, providing adequate physical facilities, strictly adhering to the legal provision of

the programme, decision-making in respect of finance, keep and maintain cooperation with the digital society, and deal with the problem of curriculum construction. Finally, professional integrated education managers can appropriately apply relevant issues and details to the organization and development of education at all levels. They are enhancing the quality of education in a constructively changing context. Using leadership competencies development, innovative development capabilities, and educational management technologies that respond to needs and policies in developing education, the country's economy and society are international (Erhan, Uzunbacak, and Aydin, 2022: 1540).

Conclusion and Recommendations

This article presents the meaning, nature, objectives, scope, basic function, and top 8 functions of integrated educational management. Studying and understanding the importance of integrated educational management will help those in the education industry to apply these principles to build and develop educational organizations to keep pace with change. In the application of such an approach, the context of that educational institution must be taken into account. The policy and strategy formulation of educational institutions must be in line with the policies and regulations in accordance with the National Education Plan. In addition, standardized measurement and evaluation must be carried out in order for the application to be successful.

Integrated educational management is a process that includes the combined operation through which a country is maintained in good working conditions. It is a process of utilizing appropriate material in such a way as to promote the development of human qualities effectively. It includes all those techniques and procedures employed in operating the educational organization following established policies. Here the totality of resources is made available and made effective for accomplishing the purpose of an enterprise. Integrated educational management includes planning, organizing or staffing, financing, directing or leading, coordinating, supervising, controlling or monitoring, and evaluation or inspecting. It is also concerned with elements such as setting up goals of education, review, feedback and innovation.

In addition, integrated education providers or administrators are employed in universities and colleges, schools, preschools, and daycare centers. They manage routine activities and provide instructional leadership at these institutions. They may also be employed at businesses, museums, correctional facilities, and community service organizations to direct their educational programs. The goal of education providers/admins is to smooth educational institutions' overall process and help make decisions that facilitate successful student learning. Moreover, the provider/administrator identifies and articulates an educational institution's mission and goals and makes them happen by implementing programs, delegating tasks and allocating resources. All of the above content allows those in the field of education to know what it means, its scopes and practices for efficiency and effective educational management. Integrated educational management is at the heart of organizational development and improving the quality of education at all levels. The effective leader is visionary, collaborative and passionate about integrated educational management sustainability.

Acknowledgements

The authors of this paper would like to acknowledge the support of Rattanakosin International College of Creative Entrepreneurship, Rajamangala University of Technology Rattanakosin, Thailand.

References

- Alazmi, M.S. and Alazmi, A.A. (2020). The Role of Administration and Faculty in Developing Character Education within Public and Private Universities in Kuwait. *International Journal of Educational Management*, 34(4): 664-676.
- Alexander, A. and Manolchev, C. (2020). The Future of University or Universities of the Future: a Paradox for Uncertain Times. *International Journal of Educational Management*, 34(7), 1143-1153.
- Ali, I.A. and Abdalla, M.S. (2017). Educational Management, Educational Administration and Educational Leadership: Definitions and General concepts. *SAS Journal of Medicine (SASJM)*, 3(12), 326-329.
- Aniskina, N. and Terekhova, E. (2019). Innovative Methods for Quality Management in Educational Organizations. *International Journal of Quality & Reliability Management*, 36(2), 217-231.
- Babacan, A. and Babacan, H. (2015). A Transformative Approach to Work Integrated Learning in Legal Education. *Education + training*, 57(2), 170-183.
- Banno, S. and Siriom, W. (2018). Necessary Needs of School Administration in Enhancing the Consciousness of Global Citizenship of Students According to the Whole School Development Concept in Bangkok. *Educational Management and Innovation Journal*, 1(1), 1-22.
- Benotiel, P. (2021). Is it your personality, your boundary leadership or both? An Integrative Approach for the Improvement of School management Team Effectiveness. *Journal of Educational Administration*, 59(6), 669-687.
- Benotiel, P. and Berkovich, I. (2021). Learning from Intelligent Failure: an Organizational Resource for School Improvement. *Journal of Educational Administration*, 59(4), 402-421.
- Bouranta, N., Psomas, E. and Antony, J. (2021). Findings of Quality Management Studies in Primary and Secondary Education: a Systematic Literature Review. *The TQM Journal*, 33(3), 729-769.
- Brinia, V., Poullou, V. and Panagiotopoulou, A.-R. (2020). The Philosophy of Quality in Education: a Qualitative Approach. *Quality Assurance in Education*, 28(1), 66-77.
- Brunetti, F., Matt, D.T., Bonfanti, A., De Longhi, A., Pedrini, G. and Orzes, G. (2020). Digital Transformation Challenges: Strategies Emerging from a Multi-Stakeholder Approach. *The TQM Journal*, 32(4), 697-724.
- Chabra, S., Singh, S. and Tiwari, G.N. (2016). *Administration and Management of Education*. India: Vikas Publishing House.
- Cheng, Y.C. and So, W.W.M. (2020). Managing STEM Learning: a Typology and four Models of Integration. *International Journal of Educational Management*, 34(6), 1063-1078.
- Chakma, D. (2022). *Integrated Education: Meaning, Objectives, Characteristics, Scope and Suggestions of Integrated Education*. Online Note Bank. Retrieved on October 14, 2022. From <https://onlinenotebank.wordpress.com/>
- Diseth, A., Danielsen, A. G. and Samdal, O. (2012). A Path Analysis of Basic Need Support, Self-efficacy, Achievement Goals, Life Satisfaction and Academic Achievement Level Among Secondary School Students. *Educational Psychology*, 32(3), 335-354.
- Dobrosotskiy, V.I., Semenova, G.N., Kazarinova, E.B. and Falina, N.V. (2019). Venture Investments into Digital Education in the Conditions of Industry 4.0: Problems of Attraction and Directions of Usage. *On the Horizon*, 27(3/4), 213-218.
- Donmoyer, R. (2020). Why is everything old new again? Revisiting Debates about the Form and Function of Research in Educational Administration. *Journal of Educational Administration*, 58(3), 341-356.

- Erhan, T., Uzunbacak, H.H. and Aydin, E. (2022). From Conventional to Digital Leadership: Exploring Digitalization of Leadership and Innovative Work Behavior. *Management Research Review*, 45(11), 1524-1543.
- Fayiz Odah Murran Al Serhan. (2019). The Effect of Applying the Modern School Administration Methods on Increasing the Students' Achievement, Review Study of Jordanian Schools. *International Journal of Education and Research*, 7(70), 29-36.
- Gao, S., Sui Pheng, L. and Tay, W. (2020). Lean Facilities Management: Preliminary Findings from Singapore's International Schools. *Facilities*, 38(7/8), 539-558.
- Gordon, S.P., Oliver, J. and Solis, R., (2016). Successful Innovations in Educational Leadership Preparation. *International Journal of Educational Leadership Preparation*, 11(2), 51-70.
- Gupta, N., Vrat, P. and Ojha, R. (2022). Key Drivers that Impact the Quality of Education – a Holistic Approach. *Journal of Advances in Management Research*, 19(3), 488-510.
- Hoy, W.K. and Miskel, C.G. (2012). *Educational Administration: Theory, Research, and Practice*. (Ninth Edition), Mc-Graw-Hill Education.
- Iivari, N. (2020). Empowering Children to make and Shape our Digital Futures – from Adults Creating Technologies to Children Transforming Cultures. *International Journal of Information and Learning Technology*, 37(5), 279-293.
- Karani, A., Mall, S., Deshpande, R. and Jayswal, M. (2023). Impact of Psychological Contract Breach on Innovative Behaviour and Well-Being Amongst Academicians During COVID-19. *International Journal of Sociology and Social Policy*, 43(1/2), 126-141.
- Lakomski, G., Eacott, S. and Evers, C.W. (2019). Questioning Leadership: New Directions for Educational Organizations. *Journal of Educational Administration and History*, 51(3), 290-299.
- Luneto, B., Mala, A.R., Muh, H. and Supiah, R. (2022). The Challenge in School Education Management in Achieving Sustainability and Advantages in the Technological Digital Era. *Educational Administration: Theory and Practice*, 28(2), 94-107
- Moraes, G.H.S.M.d., Spers, E.E., Mendes, L. and Silva, H.M.R.d. (2023). Corporate Entrepreneurship at the University: the Influence of Managerial Support, Autonomy and Reward on the Innovative Behavior of University Professors. *Journal of Entrepreneurship in Emerging Economies*, 15(2), 404-424.
- Nuaman Nasri Abdel Muhsin Otoum. (2018). Modern School Management and its Impact on the Academic Achievement of the Students of the Basic Stage in Jordanian Public Schools. *British Journal of Education*, 6(6), 73-85.
- Palumbo, R. and Manna, R. (2019). Making Educational Organizations Able to Change: a Literature Review. *International Journal of Educational Management*, 33(4), 734-752.
- Perera, C.R. and Hewege, C.R. (2016). Integrating Sustainability Education into International Marketing Curricula. *International Journal of Sustainability in Higher Education*, 17(1), 123-148.
- Phakamach, P. (2023). Educational Innovation: Elements and Mechanisms for the Development of Thai Educational Institutions Towards Internationalization. *Journal of Education and Innovative Learning*, 3(2), 161-180.
- Phakamach, P., Onsamphan, S., Wachirawongpaisarn, S., Panjarattanakorn, D., Phomdee, R. and Suphasophon, C. (2021). Organization of Educational Innovation in Thailand 4.0 era. *Proceedings of the 10th Phayao Research National Academic Conference*, 28-29 January 2021, University of Phayao, Thailand, 3513-3528.
- Phakamach, P., Panjarattanakorn, D. and Onsampan, S. (2023). Conceptualization and Development of Digital Leadership to Drive Corporate Digital Transformation for Sustainable Success. *International Journal of Educational Communications and Technology*, 3(2), 27-39.

[16]

- Phakamach, P., Senarith, P. and Wachirawongpaisarn, S. (2022). The Metaverse in Education: The Future of Immersive Teaching & Learning. *RICE Journal of Creative Entrepreneurship and Management*, 3(2), 75-88.
- Poungkaew, P. and Puthaprasert, C. (2020). A model of Work-Integrated Learning to Prepare Educational Administrators for Thailand. *Interdisciplinary Research Review*, 15(3), 7-13.
- Reigeluth, C.M., Aslan, S., Chen, Z. and Dutta, P. (2015). Personalized Integrated Educational System: Technology Functions for the Learner-Centered Paradigm of Education. *Journal of Educational Computing Research*, 53(3), 459-496.
- Rikkerink, M., Verbeeten, H., Simons, R.J. and Ritzen, H. (2016). A New Model of Educational Innovation: Exploring the Nexus of Organizational Learning, Distributed Leadership, and Digital Technologies. *Journal of Educational Change*, 17, 223-249.
- Scheerens, J. (2013). The Use of Theory in School Effectiveness Research Revisited. *School Effectiveness and School Improvement*. 24(1): 1-38.
- Sinlarat, P. (2020). The Path to Excellence in Thai Education. *RICE Journal of Creative Entrepreneurship and Management*, 1(2), 60-75.
- Sridevi, K.B. (2021). Filling the Quality Gaps for a Futuristic Management Education. *Journal of Economic and Administrative Sciences*, 37(4), 393-400.
- Srivastava, A.P., Mani, V., Yadav, M. and Joshi, Y. (2020). Authentic Leadership Towards Sustainability in Higher Education – an Integrated Green Model. *International Journal of Manpower*, 41(7), 901-923.
- Stukalina, Y. (2016). Modelling Student Satisfaction and Motivation in the Integrated Educational Environment: An Empirical Study. *International Journal of Educational Management*, 30(6), 1072-1087.
- Tarei, P.K. and Kumar, S. (2022). Benchmarking the Assessment of Barriers to the Admission of Management Education in India during the COVID-19 Pandemic. *Benchmarking: An International Journal*, 29(7), 2231-2257.
- Tian, M. and Huber, S.G. (2020). Mapping Educational Leadership, Administration and Management Research 2007–2016: Thematic Strands and the Changing Landscape. *Journal of Educational Administration*, 58(2), 129-150.
- Woulfin, S.L. and Spitzer, N. (2023). Time is Ticking: the Dynamics of Education Reform in the Covid-era. *Journal of Educational Administration*, 61(3), 256-271.